**ELA Standards for NYC Schools**

http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/E1big.jpg **Reading**

***Reading is a process which includes demonstrating comprehension and showing evidence of a warranted and responsible interpretation of the text. “Comprehension” means getting the gist of a text. It is most frequently illustrated by demonstrating an understanding of the text as a whole; identifying complexities presented in the structure of the text; and extracting salient information from the text. In providing evidence of a responsible interpretation, students may make connections between parts of a text, among several texts, and between texts and other experiences; make extensions and applications of a text; and examine texts critically and evaluatively.***

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| **http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/e1.jpgc The student reads and comprehends informational materials to develop understanding and expertise and produces written or oral work that:** | |
| **•** | **restates or summarizes information;** |
| **•** | **relates new information to prior knowledge and experience;** |
| **•** | **extends ideas;** |
| **•** | **makes connections to related topics or information.** |

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| ***Examples of activities through which students might produce evidence of reading informational materials include:*** | |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Contribute to an attribute book. **2a, 4a, 4b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Present information to an audience of peers. **3c, 4a, 4b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Produce a chapter book on a factual topic. **2a, 4a, 4b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Rewrite video game instructions for a younger reader. **1b, 2d, 4a, 4b** |

http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/E2big.jpg **Writing**

***Writing is a process through which a writer shapes language to communicate effectively. Writing often develops through a series of initial plans and multiple drafts and through access to informed feedback and response. Purpose, audience, and context contribute to the form and substance of writing as well as to its style, tone, and stance.***

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| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/e2.jpg**a The student produces a report that:** | |
| **•** | **engages the reader by establishing a context, creating a persona, and otherwise developing reader interest;** |
| **•** | **develops a controlling idea that conveys a perspective on the subject;** |
| **•** | **creates an organizing structure appropriate to a specific purpose, audience, and context;** |
| **•** | **includes appropriate facts and details;** |
| **•** | **excludes extraneous and inappropriate information;** |
| **•** | **uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote;** |
| **•** | **provides a sense of closure to the writing.** |

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| ***Examples of reports include:*** | |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | An informative report. **1b, 1c, 4a, 4b, M7b, M7e, S7a, S7b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | An attribute book (a book on a single subject, not necessarily developed by chapters, sometimes called an “all-about,” e.g., “all about whales,” “all about earthquakes”). **1b, 1c, 4a, 4b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | A chapter book. **4a, 4b** |

http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/E3big.jpg **Speaking, Listening, and Viewing**

***Speaking, listening, and viewing are fundamental processes which people use to express, explore, and learn about ideas. The functions of speaking, listening, and viewing include gathering and sharing information; persuading others; expressing and understanding ideas; coordinating activities with others; and selecting and critically analyzing messages. The contexts of these communication functions include one-to-one conferences, small group interactions, large audiences and meetings, and interactions with broadcast media.***

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| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/e3.jpg**b The student participates in group meetings, in which the student:** | |
| **•** | **displays appropriate turn-taking behaviors;** |
| **•** | **actively solicits another person’s comment or opinion;** |
| **•** | **offers own opinion forcefully without dominating;** |
| **•** | **responds appropriately to comments and questions;** |
| **•** | **volunteers contributions and responds when directly solicited by teacher or discussion leader;** |
| **•** | **gives reasons in support of opinions expressed;** |
| **•** | **clarifies, illustrates, or expands on a response when asked to do so; asks classmates for similar expansions.** |

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| ***Examples of activities involving group meetings include:*** | |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Create a plan for a group project (e.g., sketching out a multiple-authored picture book; organizing a presentation to be made to the class). |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Develop and discuss class rubrics. |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Engage in classroom town meetings. |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Participate in book talks with other students. **1a, 1b, 1c, 5a** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Work as part of a group to solve a complex mathematical task. |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Role-play to better understand a certain historical event. **1c** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Participate in peer writing response groups. **4b** |

http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/E4big.jpg **Conventions, Grammar, and Usage of the English Language**

***Having control of the conventions and grammar of the English language means having the ability to represent oneself appropriately with regard to current standards of correctness (e.g., spelling, punctuation, paragraphing, capitalization, subject-verb agreement). Usage involves the appropriate application of conventions and grammar in both written and spoken formats.***

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| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/e4.jpg**a The student demonstrates a basic understanding of the rules of the English language in written and oral work, and selects the structures and features of language appropriate to the purpose, audience, and context of the work. The student demonstrates control of:** | |
| **•** | **grammar;** |
| **•** | **paragraph structure;** |
| **•** | **punctuation;** |
| **•** | **sentence construction;** |
| **•** | **spelling;** |
| **•** | **usage.** |

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| ***Examples of activities through which students might demonstrate an understanding of the rules of the English language include:*** | |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Demonstrate in a piece of writing the ability to manage the conventions, grammar, and usage of English so that they aid rather than interfere with reading. **2a, 2b, 2c, 2d, 5a, 5b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Proofread acceptably the student’s own writing or the writing of others, using dictionaries and other resources, including the teacher or peers as appropriate. **2a, 2b, 2c, 2d, 5a, 5b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Observe conventions of language during formal oral presentations. **3c** |

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| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/LETTERS/e4.jpg**b The student analyzes and subsequently revises work to clarify it or make it more effective in communicating the intended message or thought. The student’s revisions should be made in light of the purposes, audiences, and contexts that apply to the work. Strategies for revising include:** | |
| **•** | **adding or deleting details;** |
| **•** | **adding or deleting explanations;** |
| **•** | **clarifying difficult passages;** |
| **•** | **rearranging words, sentences, and paragraphs to improve or clarify meaning;** |
| **•** | **sharpening the focus;** |
| **•** | **reconsidering the organizational structure.** |

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| ***Examples of activities through which students might produce evidence of analyzing and revising work include:*** | |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Incorporate into revised drafts, as appropriate, suggestions taken from critiques made by peers and teachers. **2a, 2b, 2c, 2d, 5a, 5b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Produce a series of distinctly different drafts that result in a polished piece of writing or a presentation. **2a, 2b, 2c, 2d, 5a, 5b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Consider and respond to the critiques of peers and teachers. **2a, 2b, 2c, 2d, 5a, 5b** |
| http://schools.nyc.gov/offices/teachlearn/documents/standards/ELA/es/images/pixelbull.gif | Critique the writing or presentation of a peer. |